DOCUMENT RESUME

ED 434 856 SO 030 862

AUTHOR Richardson, Scott
TITLE Service Learning Teacher Training Manual. A Guide for Trainers To Help Teachers Use Service Learning within the Curriculum.
INSTITUTION Close Up Foundation, Alexandria, VA.
PUB DATE 1996-00-00
NOTE 105p.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Active Learning; Citizenship Education; Instructional Improvement; Middle Schools; *Professional Development; Relevance (Education); Secondary Education; *Service Learning; Social Studies; *Student Participation; *Teacher Role
IDENTIFIERS Reflective Practice

ABSTRACT

Designed for teachers who view service learning as a teaching strategy to improve instruction, this guide assumes that participants in the training are teachers who will use service learning to help their students achieve the objectives of the school curriculum. Some of the training sessions, such as reflection and defining service learning, may be useful for non-school-based programs as well. Most of the guide, however, is shaped by the belief that service learning is "good education." Service learning is as an experiential teaching strategy with an ultimate aim of promoting student understanding of established content, concepts, and skills. Intended to help teachers add service learning to their repertoire of instructional methods, the guide outlines 10 training sessions emphasizing curricular relevance, cognitive reflection, and experiential pedagogy. Following a brief introduction, the 10 sessions are entitled: (1) "Defining Service Learning"; (2) "Curriculum Infusion"; (3) "Reflection"; (4) "Experiential Education and Active Learning"; (5) "Student Involvement"; (6) "Community Involvement"; (7) "Assessment"; (8) "Citizenship Competencies and Service Learning"; (9) "Policy"; and (10) "Project Evaluation." Planning sheets also are provided. The guide models active learning strategies throughout each session. The design encourages teachers to talk among themselves in various group settings, to develop assessment criteria, to trade ideas and experiences, and to use new information in concrete ways. (Each session contains references.) (BT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 434 856

SERVICE LEARNING

TEACHER TRAINING MANUAL

SO 030 862

St. Paul, MN 55102-6197
1954 [illegible] R290
[illegible]arning
[illegible]rmation Center

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
Scott Richardson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
1

A guide for trainers to help teachers use service learning within the curriculum

BEST COPY AVAILABLE

Service Learning Training Manual
© Copyright 1996
Close Up Foundation

All Rights Reserved
Printed in the United States of America

TABLE

OF

CONTENTS

Introduction	**Page 1**
Session One: Defining Service Learning	**Page 3**
Session Two: Curriculum Infusion	**Page 16**
Session Three: Reflection	**Page 25**
Session Four: Experiential Education and Active Learning	**Page 34**
Session Five: Student Involvement	**Page 39**
Session Six: Community Involvement	**Page 45**
Session Seven: Assessment	**Page 57**
Session Eight: Citizenship Competencies and Service Learning	**Page 65**
Session Nine: Policy	**Page 74**
Session Ten: Project Evaluation	**Page 83**
Planning Sheets	**Page 85**

INTRODUCTION

This is a guide for trainers who view service learning as a teaching strategy to improve instruction. The guide assumes that the participants in the training are teachers who will use service learning to help their students achieve the objectives of the school curriculum. Some of the training sessions, such as reflection and defining service learning, may be useful for non-school-based programs as well. The bulk of the guide, however, is shaped by our belief that service learning is good education. We view service learning as an experiential teaching strategy with an ultimate aim of promoting student understanding of established content, concepts, and skills.

The ten training sessions are intended to help teachers add service learning to their repertoire of instructional methods. Therefore the guide emphasizes curricular relevance, cognitive reflection, and experiential pedagogy. Further, the sessions are designed to unfold in a reasonable sequence, like a course.

Teachers first explore the definition of service learning and identify criteria for judging what constitutes quality school-based service learning. They also examine what does not constitute service learning and the reasons that volunteerism and community service are necessary but not sufficient for service learning. Key elements of the definition are the foci of following sessions.

In the second session, teachers examine concrete strategies for infusing service learning into their courses. They work through two approaches to ensure that service projects support specific instructional objectives.

Many of the classroom activities that link service to the curriculum are reflection activities. The third session helps teachers carefully plan the reflection component of service learning. The exercises also encourage teachers to vary the types of reflection activities they conduct in the classroom.

The fourth session deals with active and experiential learning. It includes criteria for judging the effectiveness of experiential learning lessons and walks teachers through a couple of specific active learning strategies. The session is designed to help teachers use active learning strategies inside as well as outside the classroom.

Student involvement, decisionmaking, and ownership of the process are crucial aspects of quality service learning. The fifth session examines classroom strategies that help teachers balance student autonomy with curricular objectives and teacher comfort levels.

Teachers also need to know how to work with the broader community in order to implement quality service learning. The sixth session equips teachers to collaborate with those outside the school sphere who want to promote service learning. The session also helps teachers ensure that student projects address real needs in the community.

Because service learning is an authentic learning strategy, it is particularly well suited to authentic assessment. The seventh session explores various types of authentic assessment and helps teachers include performance assessment strategies in their service learning plans.

Regardless of the content area in which service learning is used, it is organically a form of citizenship education. Simply by identifying community problems and working to solve them, students actively carry out crucial duties of the "office of citizen." The eighth session of the training guide prompts teachers to analyze the specific civic competencies they want their students to develop through service learning. The session also examines the civic rationale behind service learning.

Service learning gives teachers a unique opportunity to demonstrate to students both the impact of policy on their lives and the power students have to shape policy. The ninth session explores models of how to study policy fairly and thoroughly within the context of service learning.

The training attempts to model active learning strategies throughout each session. The design encourages teachers to talk among themselves in various group settings, to develop assessment criteria, to trade ideas and experiences, and to use new information in concrete ways. In general, trainers who use the guide should employ active strategies in each session. Trainers who want to add variety to the strategies and grouping schemes should do so liberally. All sorts of factors influence these matters, such as time, size of group, physical setting, trainer preference, and participant background. If these were not variable, guides could more accurately be called recipe books.

Many individuals played crucial roles in steering this guide from the idea stage into reality. Close Up's Mary Jane Turner provided invaluable guidance and continual constructive criticism. Frank Dirks, now the Michigan Community Service Commission Director, edited an early draft and did more than any other individual to introduce Close Up to the service learning field. At Close Up, Dawn Bova and Donna Power breathed new life into the training manual endeavor whenever it flagged, suggesting many of the best ideas herein. Close Up's Cindy Sweeney copy edited the guide. Barbara Gomez and Lynne Ford, from the Council of Chief State School Officers and College of Charleston, respectively, read early drafts and offered countless improvements. But for them, the guide would not exist.

Scott Richardson
Curriculum Manager
Close Up Foundation

SESSION ONE: DEFINING SERVICE LEARNING

Description

In this session, educators examine the definition of service learning, some reasons for using it as a teaching strategy, and the standards delineating high quality service learning.

Objectives

Teachers will be able to:

- Define service learning
- Distinguish among community service, volunteerism, and service learning
- Distinguish among direct service, indirect service, and advocacy
- Identify curricular objectives addressed by a model service learning project
- Assess the degree to which sample service learning projects satisfy the ASLER standards of quality

Materials and Preparation

- Active learning graph (handout # 1.1)
- Service learning definition and standards sheet (handout # 1.2)
- Types of service sheet (handout # 1.3)
- High/low service, high/low learning quadrant exercise sheet (handout # 1.4)
- "Youth and Elderly Against Crime" service learning project description (handout # 1.5)
- "Georgia 2000: Next Generation School Project" service learning project description (handout # 1.6)
- ASLER checklist (handout # 1.7)

Procedure

1. Begin with the rationale for experiential education: that it motivates students, connects schools with the broader world, and promotes problem solving. Distribute and refer to the active learning graph handout (1.1) to provide evidence that experiential education is effective at helping students retain content.

2. Distribute the ASLER definition and standards list (1.2). Explain what ASLER is and how the definition was generated (service learning advocates realized the need for a standard definition and collaborated to create this one). As teachers read the handout, have them concentrate on items 2 and 5 of the definition list and items 2 and 5 of the standards list. In the margin beside each of these items, have teachers write an estimated percentage of their current teaching that fits these items. (These items encourage teachers to involve students in planning, to cooperate with the community, to promote critical thinking, and to encourage students to apply new knowledge to real world situations.) Pair teachers and give them a few minutes to compare percentages on these items. Lead a general debriefing discussion, focusing on the benefits and challenges of the experiential teaching techniques. Stress that ASLER will be the standard against which all future service learning projects will be compared.

3. OPTIONAL: Distribute a local definition of service learning, should the state, district, or school have one. Lead a brief general discussion comparing the local definition to ASLER. (This local definition may supersede ASLER as the benchmark.)

4. OPTIONAL: Have teachers write their own definition of service learning individually, underlining the two most important words; place the teachers in groups of five or fewer, where they will develop a group definition using all the underlined words. Lead a discussion comparing these group definitions to ASLER.

5. Distribute the handout (1.3) that defines direct service, indirect service, and advocacy. Discuss the differences and the importance of trying to have students do all three.

6. Distribute the quadrant exercise (1.4) and have teachers complete it individually. Place teachers in groups of four or five and have them explain their worksheets to each other. Their task is to achieve group consensus about which projects go in which quadrants. Lead a general discussion reviewing why teachers matched projects with particular quadrants.

7. Place teachers in groups of five or fewer, by subject area if possible. Distribute the exemplary project (1.5) and ASLER checklist handouts (1.7). Teachers are to:

    - Identify examples of direct service, indirect service, and advocacy
    - Using the ASLER checklist (1.7), explain which parts of ASLER the project meets, and which parts it fails to meet
    - List course objectives the project could help them teach

8. Distribute the less than exemplary project (1.6) and repeat the group process.

9. Debrief the session by highlighting the main points of ASLER to remember: meeting community needs, linking projects to curricular outcomes, school-community partnership, reflection, and student ownership.

Bibliography

Conrad, Dan and Diane Hedin. *Youth Service: A Guidebook for Developing and Operating Effective Programs*. Washington, D.C.: Independent Sector, 1987.

Goldsmith, Suzanne. *A City Year*. New York: W.W. Norton, 1993.

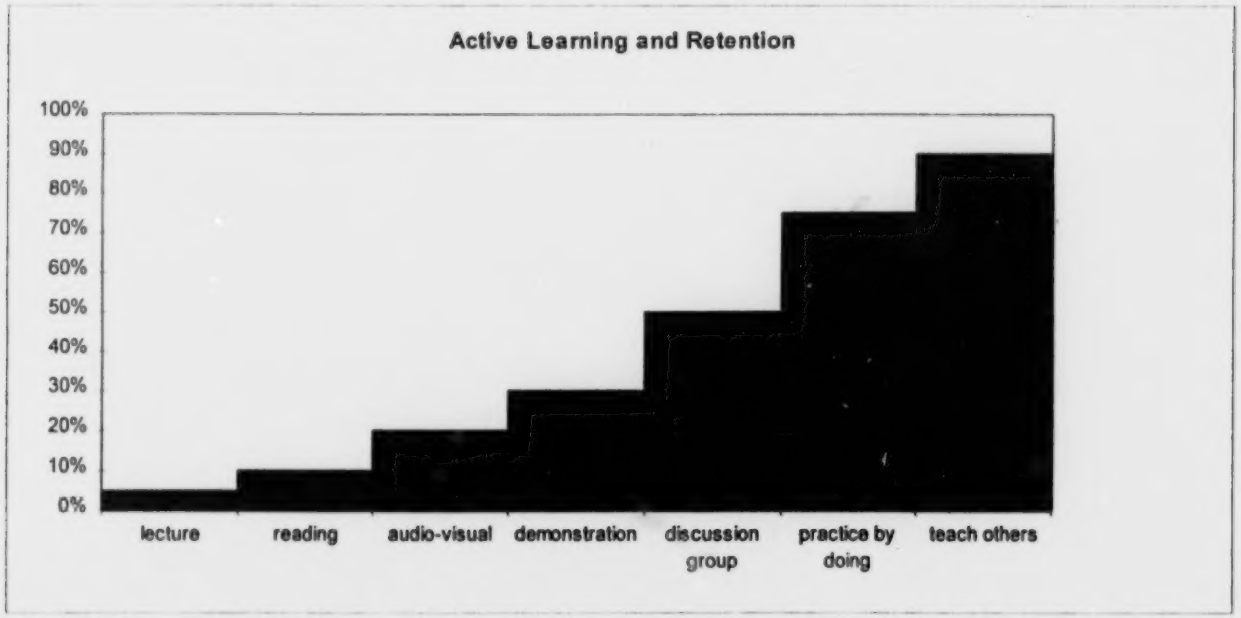
Kendall, Jane C., and others. *Combining Service and Learning: A Resource Book for Community and Public Service*. Raleigh, N.C.: National Society for Experiential Education, 1990.

Legal Issues for Service-Learning Programs. Washington, D.C.: The Nonprofit Risk Management Center, 1994.

Lesko, Wendy S. *No Kidding Around: America's Young Activists Are Changing Our World and You Can Too*. Kensington, Md.: Information, USA Inc., 1992.

Standards for School-Based Service Learning. Alexandria, Va.: Alliance for Service Learning in Education Reform, Close Up Foundation, 1995.

HANDOUT 1.1



Source: National Training Laboratories
Bethel, Maine

BEST COPY AVAILABLE

HANDOUT 1.2

WHAT IS SERVICE LEARNING?

Service-learning is a method by which young people learn and develop through active participation in thoughtfully organized experiences that ...

- Meet actual community needs
- Coordinate in collaboration with the school and community
- Integrate into each young person's academic curriculum
- Provide structured time for a young person to think, talk, and write about what he/she did and saw during the actual service activity
- Provide young people with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities
- Are a practical application of what is taught in the school
- Help to foster the development of a sense of caring for others

HANDOUT 1.2

STANDARDS OF QUALITY

School-Based and Community-Based Service Learning

I. Effective service-learning efforts strengthen service and academic learning.

II. Model service learning provides concrete opportunities for youth to learn new skills, to think critically, and to test new roles in an environment that encourages risk-taking and rewards competence.

III. Preparation and reflection are essential elements in service learning.

IV. Youths' efforts are recognized by those served, including their peers, the school, and the community.

V. Youth are involved in the planning.

VI. The service students perform makes a meaningful contribution to the community.

VII. Effective service learning integrates systematic formative and summative evaluation.

VIII. Service learning connects the school or sponsoring organization and its community in new and positive ways.

IX. Service learning is understood and supported as an integral element in the life of a school or sponsoring organization and its community.

X. Skilled adult guidance and supervision are essential to the success of service learning.

XI. Preservice training, orientation, and staff development that include the philosophy and methodology of service learning best ensure that program quality and continuity are maintained.

HANDOUT 1.3

TYPES OF SERVICE

1. Direct Service

Includes tutoring, mentoring, and other forms of face-to-face contact between students and beneficiaries of the project.

2. Indirect Service

Includes fundraising, collections, and other forms of support provided by students for others engaged in direct service.

3. Advocacy

Includes letter writing, public relations efforts, and other means of trying to influence citizens and policymakers to change their behavior.

3A. Ethical Standards for Adults Overseeing Advocacy Service Learning Projects

To ensure students are developing their own opinions and are not unduly influenced by the political opinions of teachers, school administrators or community liaisons, you should:

- Allow students, whenever possible, to choose the problem or issue they will study.
- Instruct students to examine a variety of sources concerning the problem or issue.
- Present a variety of opinions concerning the causes of the problem and possible solutions.
- Always allow students to choose their position on the problem or issue they are examining. (Students may select a position or create their own. This may also mean that groups in your class are working from opposite perspectives.)
- Require students to explain the opposing position(s) and be able to defend their own.
- Establish class rules for handling controversy and treating others with respect.

HANDOUT 1.4

QUADRANT EXERCISE

Instructions

Place the number of the following five project descriptions where you think they belong on the quadrant diagram.

1. The school Key Club works with the local Red Cross to encourage people to donate blood. The students successfully reach out to the community by setting up donation sign-ups at the mall, theater, and school sporting events. Their efforts help the Red Cross make it through a time of severe shortage.

2. A high school ESL teacher arranges for all her students to tutor elementary ESL students in reading once a week. She uses class time to help her students prepare for their tutoring experience. The students practice reading children's stories and work together to plan writing exercises for the elementary children.

3. A high school government teacher gives extra credit for students who volunteer in community agencies. He invites community representatives into the class to explain the volunteer jobs that need filling. At the end of each year, participating students submit an entry to a class logbook that describes the service projects.

4. A middle school civics teacher conducts a unit on problems in the community. She gives students a menu of problems and allows them to select two for the entire class to study. After helping students research the problems in the library, the teacher invites community experts into the classroom to answer student questions about possible solutions.

5. A high school sociology class decides to "adopt" the third grade of the nearby elementary school for developmentally disabled children. They plan two big events with the third graders: the state fair in the fall and the city founder's day festival in the spring. Each sociology student is responsible for one third grader at these events. Before the fair, the sociology teacher implements a unit on society's definition of and reaction to disability. Students videotape their founder's day experience and edit it to thirty minutes for airing on the local cable access channel.

HANDOUT 1.4

Instructions

Read the service projects on the opposite page. Place each one by number in the appropriate box. Also, next to each project description on the opposite page, write a "D" for "direct service," an "I" for "indirect service," or an "A" for advocacy.

HIGH SERVICE/ UNRELATED LEARNING Project meets a well identified school or community need, is well planned. But the project has no clear, ongoing relationship to the school curriculum. **A**	**HIGH SERVICE/ INTEGRATED LEARNING** Project meets a well identified school or community need, is well planned. Project clearly enhances the academic learning in the classroom, directly addresses classroom learning objectives, provides for structured reflection. **B**
LOW SERVICE/ UNRELATED LEARNING Project is not geared toward a well defined school or community need, and/or is not well planned. The project has no clear, ongoing relationship to the school curriculum. **C**	**LOW SERVICE/ INTEGRATED LEARNING** Project is not geared toward a well defined school or community need, and/or is not well planned. Project clearly enhances the academic learning in the classroom, directly addresses classroom learning objectives, provides for structured reflection. **D**

Youth and Elderly Against Crime

HANDOUT 1.5

Contact Information:

Ramona Frischman
Program Coordinator
Dade County Public Schools
Room 217
1450 Northeast Second Avenue
Miami, FL 33132
(305)995-1215
(305)995-1209 fax

Middle School
High School

Social Studies
Civics/Government
Criminal Justice

Crime is often identified as the most critical issue for both the young and the elderly, especially in the inner-city. To make matters worse, these two groups are frequently on opposite sides, with adolescents often preying on the elderly, who, out of fear, can become virtual prisoners in their homes. To bridge the real and perceived generation gaps between the two groups, the Dade County Public Schools Department of Community Participation established the Youth and Elderly Against Crime project in September 1990. Since then, with the Miami Police Department and Jewish Family Services as community partners, nine schools have "adopted" senior citizen groups or public housing residents in their neighborhoods to identify and solve common problems. Working together, the two groups seek to resolve their differences and create a safer environment for the entire community.

Approximately 1,000 students (half of whom are at risk) from social studies, civics, criminal justice, and government classes participate in the project. Program activities, which are extensions of course work, are designed to dissolve barriers to intergenerational accord in the community. Students begin in class by listening to speakers from local advocacy groups knowledgeable about crime as it affects both adolescents and senior citizens. Law enforcement officials discuss the regulations they must follow in dealing with offenders. The students also attend public forums and meetings of legislative task forces dealing with crime-related issues.

Several strategy seminars are held during the school year at which students, senior citizens, and teachers develop the advocacy skills necessary to implement change in the community. At a four-day summer institute held at Florida International University in Miami, students, teachers, senior citizens, advocates for the elderly, law enforcement officers, and community leaders discuss long-range goals for combating crime. They draft resolutions and policy statements addressing major concerns and lobby local legislators attending the institute to lend their support to the resolutions.

Students are matched with a local senior citizen group. The two groups meet to develop plans for improving their neighborhood. From these meetings a task force is created, drawing on students, senior citizens, community leaders, law enforcement officials, and educators to coordinate an action campaign on a county-wide basis. The task force meets three or four times a year to introduce proposals for improving the community to city officials, legislators, and the community at large. Intergenerational teams are also selected to present the proposals to appropriate committees during the legislative session in the state capital.

Handouts 1.5 and 1.6 reprinted with permission from SERVE, the Southeast Regional Vision for Education

In addition to stimulating positive interactions between the elderly and at-risk youth, Youth and Elderly Against Crime offers students the opportunity to develop advanced communication skills. They learn how to present their ideas to community and legislative leaders and to use their organization and advocacy skills to improve public policy and neighborhood safety. For example, as the result of surveys by the students, additional lights are being installed in many poorly lit areas and public transportation is being made safer and more convenient through the addition of more stops. Students also learn how to plan safety workshops for the elderly, presenting information on crime prevention techniques and skits about crimes targeting the elderly.

Since 1990, the Youth and Elderly Against Crime program has won extensive recognition. It was named a "Point of Light" by President Bush. In 1993, the program won the United Technologies Exemplary Program Award as well as the National Partners in Education Award for the best school volunteer program in a large school district.

Students, teachers, and administrators give presentations about the Youth and Elderly Against Crime program at state and national conferences and are available to travel to other school districts for training workshops. A training manual on project implementation is being developed for teachers and administrators, who are also invited to attend the summer institute at Florida International University.

Georgia 2000: Next Generation School Project

HANDOUT 1.6

Contact Information:

Sue Ellen Cain
Teacher, Program Director
601 Maple Street
Carrollton, GA 30117
(404)834-1868
(404)832-4215 fax

Junior High
High School

Mathematics
Language
Reading

When at-risk students began remedial summer school at Carrollton Junior High in Carrollton, Georgia, math teacher Sue Ellen Cain discovered that their problems went beyond academics. Frustrated with school and suffering from low self-esteem, the students were simply not interested in learning. In conjunction with a local day-care center, the eighth-grade students were partnered with four-year-olds for reading and mentoring activities that drastically improved the tutors' attitudes and gave them a sense of pride in being part of a productive educational process. The program has since expanded to include junior high and high school students' mentoring elementary school children in several subjects.

The four-year-olds from the day-care center were bused to the junior high school every day, where they met with their mentors after summer school classes. The student mentors worked out their lesson plans ahead of time with the help of a teacher, using age-appropriate methods for the group they were tutoring. During the tutoring, the students read to the preschoolers or helped them using prepared word cards. After the session, the volunteers and teachers held a reflection discussion, addressing the successes and problems that occurred during the tutoring. Observations by an eighth-grader led to the discovery that one preschooler needed glasses. In another case, the mother of a four-year-old came in almost daily to participate because she too had difficulty reading.

Because of student enthusiasm at the end of the summer, school administrators decided to seek funding from local businesses to continue the program through the school year and increase the size of student involvement. Once a week, volunteers from Carrollton Junior and Senior High School classes tutored younger students in math and reading or served as "mini-counselors" during less formal discussion sessions. The tutors then worked with their advisors on lesson plans, tailoring their methods to the needs of particular students or discussing ways to address the younger students' problems. During the following summer, high school students were hired to go into the housing projects and recruit younger at-risk children for the tutoring program; the response was so strong that the program reached its capacity within a few weeks.

Handouts 1.5 and 1.6 reprinted with permission from SERVE, the Southeast Regional Vision for Education

HANDOUT 1.7

ASLER CHECKLIST

Read the project descriptions and place a check in the appropriate boxes.

PROJECT	Meets actual community need, improves community	Addresses course outcomes	Includes various types of reflection	Allows students to apply schooling to life	Helps foster sense of caring for others	Promotes critical thinking, problem solving skills	Involves students in project planning and decision-making	Provides for school and community to collaborate	Involves formative and summative evaluation
1.5									
1.6									

Comments:

SESSION TWO: CURRICULUM INFUSION

Description

One of the most challenging aspects of service learning for teachers is connecting projects to specific learning objectives. Teachers need to make that connection if they are to view service learning as an instructional strategy rather than as an unrelated burden. In this session, teachers explore specific strategies that will help them use service projects to address established course objectives.

Objectives

Teachers will be able to:

- Identify course objectives that can be addressed using service learning
- Develop service learning project ideas that support one or more course objectives
- Compare two infusion models: starting with project ideas and starting with curricular objectives

Materials and Preparation

- Definition of curriculum infusion (handout # 2.1)
- Project selection (handout # 2.2)
- Step by step: starting with a project (handout # 2.3)
- Curriculum infusion exercise: starting with a project (handout # 2.4)
- Step by step: starting with the curriculum (handout # 2.5)
- Curriculum infusion exercise starting with the curriculum (handout # 2.6)

Procedure

1. Distribute and discuss the infusion definition sheet (handout 2.1). Emphasize the challenging aspects of the definition: significant academic objectives, mixed with service that meets real community needs. Distribute and discuss the project selection handout (2.2). Ask teachers how they would go about planning experiences for students that meet the criteria listed in these two handouts. Explain to teachers that during the session, they will practice two types of planning teachers use when preparing to do service learning: starting with objectives, and starting with project ideas.

2. Place teachers in groups of five or fewer, by subject area if possible. Distribute the two *starting with a project* handouts: step by step (2.3) and curriculum infusion (2.4). Have them complete the infusion worksheet and discuss the results in the whole group setting.

3. Retain the subject-area grouping. Distribute the two *starting with the curriculum* handouts: "step by step" (2.5) and curriculum infusion (2.6). Have teachers complete the infusion worksheet. Have each group prepare to join one other group to explain the results of their work on handout 2.6.

4. With teachers still in doubled up groups, have them critique each other's project ideas, once again using the ASLER checklist, handout 1.7.

5. Debrief the session with the difficult questions of infusion:

   - How do teachers involve students in planning the projects while staying true to the curriculum?

   - How do teachers motivate and interest students in the projects when "starting with the curriculum"?

   - How do teachers encourage group/class projects and meet all students' individual learning needs?

Bibliography

Luce, Janet, et al, (eds.). *Service Learning: An Annotated Bibliography for Linking Public Service with the Curriculum.* Raleigh, N.C.: National Society for Experiential Education.

Toward A Coherent Curriculum. Alexandria, Va., Association for Supervision and Curriculum Development, 1995.

Schmoker, Mike. *Results, the Key to Continuous School Improvement.* Alexandria, Va., Association for Supervision and Curriculum Development, 1996.

Newmann, Fred and Gary Wehlage. *Successful School Restructuring.* Madison, Wis., The Center on Organization and Restructuring of Schools, 1995.

HANDOUT 2.1

CURRICULUM INFUSION OF SERVICE LEARNING

Service learning is infused into the curriculum when students meet significant learning outcomes of a specific topic or unit by planning and implementing a service project that addresses a real school or community need.

HANDOUT 2.2

PROJECT SELECTION

A key element in the success of the service learning experience is the project selection. To qualify as service learning, the project must:

- be strongly supportive of a course's learning outcomes
- address a real problem in the school or community
- involve students in the project selection process

The following guidelines should help teachers develop service learning experiences that meet the above criteria.

There are two main approaches to project selection. 1) Start by identifying a problem, integrate the study of that problem with course objectives, and select a project that addresses the problem. 2) Start by identifying curricular outcomes, select a problem to study that addresses those outcomes, and select a project that addresses the problem.

Teachers decide which approach to select based on a number of factors. List and discuss the pros and cons of each approach with others in your group. Which will you use first?

HANDOUT 2.3

STEP BY STEP: STARTING WITH A PROJECT

Step One

Brainstorm a list of problems with the class.

Step Two

Prioritize the list of problems and select one.

Step Three

Brainstorm possible project ideas with the class.

Step Four

Prioritize the list of project ideas and select one.

Step Five

Identify the learning outcomes of the project.

Step Six

Connect the project outcomes with course, unit, and/or lesson outcomes.

HANDOUT 2.4

CURRICULUM INFUSION STARTING WITH A PROJECT

Your class has decided that the most important community problem is youth violence. They conduct two service projects to deal with the problem. The first is a peer mediation and conflict resolution project intended to reduce campus violence. The second is a cooperative effort with the "community policing" initiative to establish a neighborhood watch in the most dangerous neighborhood near the school. This second project also helps community groups with victim assistance programs.

In the space below identify appropriate academic objectives that can be met by these projects.

HANDOUT 2.5

STEP BY STEP: STARTING WITH THE CURRICULUM

Step One

Identify the unit or topic.

Step Two

Identify the learning outcomes.

Step Three

Connect the learning outcomes with a real problem in the community or school.

Step Four

Brainstorm possible project ideas to address the problem.

Step Five

Select a project.

HANDOUT 2.6

CURRICULUM INFUSION STARTING WITH THE CURRICULUM

List Course or Unit Objective(s):

Brainstorm related community problems:

Choose one problem for your class(es) to pursue:

List possible solutions for your class(es) to attempt:

Choose one solution:

SESSION THREE: REFLECTION

Description

Most teachers who organize service learning experiences have students keep journals as the reflection activity. These journals often chronicle how students feel as they plan and conduct service projects. This session is intended to help teachers diversify the types of reflection activities they conduct in their classes. The session also examines various purposes for which teachers may design reflection activities.

Objectives

Teachers will be able to:

- Define reflection
- Distinguish among cognitive, process, and affective reflection
- Describe the various media in which reflection activities may occur
- Develop questions to lead effective discussions for cognitive reflection

Materials and Preparation

- Definition and types of reflection (handout # 3.1)
- Reflection in service learning graphic (handout # 3.2)
- Cognitive reflection worksheet (handout # 3.3)
- Process reflection worksheet (handout # 3.4)
- Reflection discussion worksheet (handout # 3.5)

Procedure

1. Distribute the definition sheet (handout 3.1). Discuss the definition, stressing the ideas of "careful consideration" and "consequences." Discuss the distinction among the three types: cognitive, affective, and process. Discuss the three media categories as well: writing, speaking, and performing. Emphasize the importance of using a variety of media, which plays to students' diverse learning styles. Distribute the reflection in service learning graphic (handout 3.2) to emphasize the importance of having students reflect throughout the service learning process: before, during, and after conducting projects. Finally, explain why this session focuses on cognitive reflection: it is often neglected, it requires specific planning, and it legitimizes service learning as valid educational practice.

2. Conduct a verbal check to determine how well teachers can distinguish among the types and media of reflection. Ask the whole group to discuss the following questions.

    - What is the best time to do affective reflection (pre-, during, or post-project), and which medium is best suited to affective reflection? Why?
    - What is the best time and medium for process reflection? Why?
    - What is the best time and medium for cognitive reflection? Why?

3. Model a quick pre-project reflection activity that is written and cognitive. Place teachers in groups of five or fewer, preferably by subject area. Have teachers write a community problem individually across the top line of a fresh sheet of paper. (They may define "community" however they wish, so problems could range from school library censorship to welfare reform to nuclear proliferation.) After everyone has a problem written down, have each teacher give his/her paper to the person on his/her immediate right. Have teachers write one question about their colleague's community problem on that person's sheet. Then have teachers pass the sheets on to the person on their right again and write a question about this new community problem. Continue to have teachers pass papers and write questions until everyone in a group has written one question on the sheet of everyone else in the group. Ask the whole group to comment on what they gained from the activity, how it constituted reflection, and how they could modify it for classroom use.

4. Place teachers back into the same small groups. Distribute the cognitive reflection worksheet (handout 3.3). Have each group agree on a service project idea and work together to fill in the worksheet from there. When groups are finished, call on a few teachers to share their group's written and spoken reflection ideas. Ensure that responses are examples of cognitive reflection. Distribute the process reflection worksheet (3.4) and repeat the group exercise.

5. Maintain the same grouping. Distribute the reflection discussion worksheet (handout 3.5). Their group tasks are:

    - Select one idea from the reflection worksheets
    - Create a discussion outline that uses the reflection idea
    - Prepare to explain the discussion to the other groups

6. Select one or two groups to share their discussion outlines with everyone. Restate the reasons for concentrating on cognitive and process reflection, but reinforce the importance of using reflection for multiple purposes in various media.

Bibliography

Armstrong, T. *Seven Kinds of Smart: Identifying and Developing Your Many Intelligences*. New York: Penguin Books, 1993.

Gardner, Howard. *Multiple Intelligences: The Theory in Practice*. New York: Basic Books, 1991.

Gardner, Howard. *The Unschooled Mind: How Children Think and How Schools Should Teach*. New York: Basic Books, 1991.

Lazear, D. *Seven Ways of Knowing: Teaching for Multiple Intelligences*. Palatine, Ill.: Skylight Publishing, 1991.

Ross, E. Wayne, ed. *Reflective Practice in Social Studies*. National Council for Social Studies, Bulletin Number 88, 1994.

Silcox, Harry C. *A How To Guide To Reflection: Adding Cognitive Learning To Community Service Programs*. Philadelphia: Brighton Press, Inc., 1993.

HANDOUT 3.1

REFLECTION

Defined

"Behavior which involves active, persistent, and careful consideration of any belief or practice in light of the grounds that support it and the further consequences to which it leads."

John Dewey

Three Types

Cognitive--What students learn from an experience: information, data, alternative ways of knowing or perceiving.

Affective--What students feel as a result of an experience: emotions, attitudes.

Process--What students learn from experiencing a process: how to plan, consequences of one decision making scheme vs. another.

Three Media

Writing--Journals, essays, advertisements, plays, stories, poems, editorials, letters, etc.

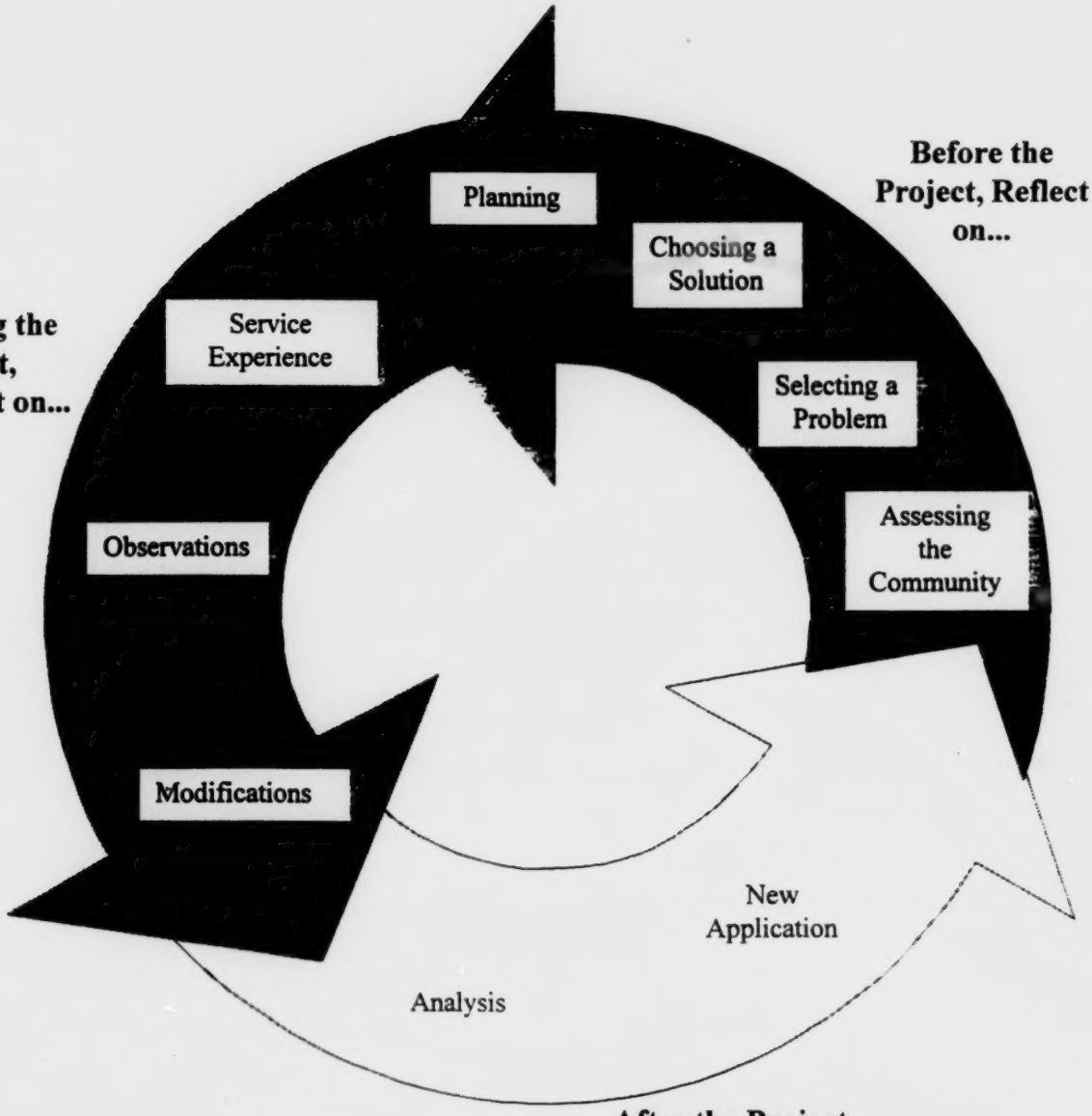
Speaking--Presentations, testimony, radio, discussion, dialogue, debate, etc.

Performing--Drama, video, painting, drawing, collage, scrapbook, etc.

Timing

Reflection activities should occur throughout the process: before, during, and after projects.

Handout 3.2
Reflection



BEST COPY AVAILABLE

Close Up Foundation 44 Canal Center Plaza Alexandria, VA 22314 6/96

Adapted from: James and Pamela Toole. Copyright Compass Institute and National Youth Leadership Council, 1991. Revised 1993.

HANDOUT 3.3

COGNITIVE REFLECTION WORKSHEET

Service Project Idea:

Written Cognitive Reflection	Spoken Cognitive Reflection
Pre:	**Pre:**
During:	**During:**
Post:	**Post:**

HANDOUT 3.4

PROCESS REFLECTION WORKSHEET

Service Project Idea:

Written Process Reflection	Spoken Process Reflection
Pre:	**Pre:**
During:	**During:**
Post:	**Post:**

HANDOUT 3.5

REFLECTION DISCUSSION OUTLINE

Unit of Study

Learning Outcomes

Service Project Description

Discussion Outcomes

Question Strand for Students (Write a strand of at least five questions, starting with questions that ensure basic understanding and moving into questions that require the use of higher order thinking skills.)

SESSION FOUR: EXPERIENTIAL EDUCATION AND ACTIVE LEARNING

Description

Many educators view service learning as a form of experiential education. This session examines specific active learning strategies teachers can use to make students' classroom experiences as active as their service projects.

Objectives

Teachers will be able to:

- Identify active learning strategies they currently use
- Explain how to conduct two specific active learning strategies
- Describe the rationale for student-centered instruction
- Use active learning strategies to prompt student cognitive reflection
- List standards for an effective active learning lesson

Materials and Preparation

- Standards for an effective active learning lesson (handout # 4.1)
- Decision tree worksheet (handout # 4.2)
- Written debate worksheet (handout # 4.3)

Procedure

1. Ask the group what their definition of active learning is. Ask them to list reasons for using active strategies. Distribute the "standards" handout (4.1) and compare the group definition to the one on the handout. Explain that you are going to model two active learning lessons to demonstrate the connection between service learning and an active classroom. Your models should run about half a class period each, or roughly 20 minutes. Explain that they will also critique your models based on the criteria listed on the standards handout (4.1).

2. Distribute the decision tree worksheet (handout 4.2) and model the decision tree lesson. (The topic should be chosen based on local relevance and current events.) The lesson clearly supports service learning because it stresses the connection between student choices and consequences. Debrief the model against the standards handout.

3. Distribute the written debate worksheet (handout 4.3) and model the written debate lesson. (The topic should be chosen based on local relevance and current events.) The written debate's connection to service learning may be less clear than was the decision tree's.

4. Place teachers in groups of five or fewer. Their task is to generate three concrete ways to use the written debate to promote cognitive reflection. They also must generate one specific way to use either the written debate or the decision tree to promote process and affective reflection. Choose two or three teachers to report on their group's work.

5. Have teachers critique the training to date using the "standards" handout (4.1). Have them write a sentence by each item on the standards list explaining how well the training has met that standard.

Bibliography

Brandt, Ronald S., ed. *Cooperative Learning and The Collaborative School*. Alexandria, Va.: Association for Supervision and Curriculum Development, 1991.

"Cooperative Learning: A Resource Guide," *Cooperative Learning Magazine* 11, no. 1 (September 1990).

Stahl, Robert J. and Ronald L. Van Sickle. *Cooperative Learning In the Social Studies Classroom; An Introduction to Social Study*. National Council for the Social Studies, Bulletin No. 87, 1992.

HANDOUT 4.1

STANDARDS FOR AN EFFECTIVE ACTIVE LEARNING LESSON

An effective active learning lesson is one in which:

- Students interact more with each other than with the teacher. Instead of T-S1-T-S2-T, the flow of communication looks more like T-S1-S2-S3-S2-T-S4-S1-S5-S2-S6, etc.
- Students are encouraged to question sources of information, rather than view the teacher and text as sources of ultimate authority, and to seek information from multiple sources.
- Activities are purposeful and tied to appropriately rigorous objectives.
- A variety of techniques are used, especially an opportunity for students to use or manipulate information.
- The real world application for the material is made clear to the students.

HANDOUT 4.2

DECISION TREE WORKSHEET

This strategy helps students consider the consequences of decisions. The handout illustrates what students do during the lesson. For our model, assume the action or event is the Persian Gulf war vote in Congress. You are to assume the role of a member of Congress in January 1991 and fill in the boxes starting at the bottom and working your way up.

Decision

Positive Consequences	Negative Consequences
For Alternative 1	For Alternative 1
For Alternative 2	For Alternative 2

Alternatives:

1.

2.

HANDOUT 4.3

WRITTEN DEBATE WORKSHEET

In this active strategy, students debate an issue in pairs through writing. Randomly assign each student to take either the "yes" or "no" side, but ensure that each pair has one "yes" and one "no". (One approach is to assign "yes" to the partner whose first name comes first alphabetically.) It is crucial to write the question clearly; our sample question is: should the gas tax be raised by $.50 per gallon? Let each student write a response and reasons on his/her own sheet of paper for 5-20 minutes. Then have partners trade and write on each other's papers; this is the rebuttal, which they do on their partner's paper. Have them trade again, so that each person has his/her own original sheet again. On their own sheet, they write rebuttals to the rebuttals. Finally, have them trade papers once more and underline their partner's best point.

Question: should the gas tax be raised by $.50 per gallon? You have been assigned either the yes or no position, which you must give reasons for no matter what your real position is.

Now that you have your partner's paper, read his/her arguments carefully and then write your rebuttal here. Remember, you should disagree, but not be disagreeable.

Now that you have your own paper back, rebut your partner's rebuttal here.

SESSION FIVE: STUDENT INVOLVEMENT

Description

One crucial aim of nearly every educational endeavor is to encourage students to love learning. Students are more likely to love learning when they make important decisions about their education. Service learning provides a structure in which teachers can give students increased autonomy, clarifying for students the connection between decisions and consequences. In this session, teachers explore specific methods to promote student responsibility for crucial decisions throughout the service learning process.

Objectives

Teachers will be able to:

- Explain the benefits of viewing youth as resources rather than as apathetic actors or as problems
- Describe criteria for balancing student autonomy with structure
- Identify points during the service learning planning process in which to seek student input

Materials and Preparation

- Exercise on "youth as resources" (handout #5.1)
- Exercise on hypothetical situations (handout # 5.2)
- Worksheet on when to invite student involvement (handout # 5.3)
- Guidelines for structured student involvement (handout # 5.4)

Procedure

1. Distribute the youth as resources handout (5.1). Give teachers enough time to complete the sheet individually. Discuss the different views of youth. Ask teachers what they think the predominant view of youth is, what are some alternative views, how people develop their views of youth, and how teachers can promote the idea that youth are resources.

2. Distribute the hypothetical situations handout (5.2). Have teachers complete this exercise individually, then lead a general discussion of their reaction to each scenario. Focus on the questions on the sheet, how well the teacher balanced student choice with structure, and what advice they would give the hypothetical teachers.

3. Distribute the worksheet on when to invite student involvement (handout 5.3). Have teachers complete this exercise individually, then survey the teachers for their verdict on each item. Follow this with a general discussion about their reasons for allowing or not allowing student involvement for each item.

4. Distribute and discuss the guidelines handout (5.4). After going over each item on this list, ask teachers for suggested revisions or additions based on the previous exercises in this session.

Bibliography

Langton, Stuart. *Teen Power: A User's Guide to Youth Community Involvement.* Medford, Mass.: Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, 1989.

Lewis, Barbara A. *The Kid's Guide to Social Action: How to Solve the Social Problems you Choose--and Turn Creative Thinking into Positive Action.* Minneapolis: Free Spirit Publishing, 1992.

Michels, Peg, Suzanne Paul, and Harry Boyte. *Making the Rules: A Guidebook for Young People Who Intend to Make a Difference.* Minneapolis: Project Public Life, Institute for Public Affairs, Unversity of Minnesota, 1991.

HANDOUT 5.1

YOUTH AS RESOURCES

Describe specific characteristics of a learning environment where students learn, thrive, and contribute.	Describe specific characteristics of a learning environment where students do not learn, thrive, and contribute.

HANDOUT 5.2

STUDENT DECISIONMAKING HYPOTHETICAL SITUATIONS

Having recently attended a workshop on student participation in the classroom, several high school teachers decided to provide opportunities for their students to become more involved in the educational decisionmaking process for their class. The following scenarios are the results of these teacher's interpretation of how to encourage student decisionmaking. For each situation answer the following two questions.

1. *How well did the teacher balance the need for structure with the need for student involvement?*
2. *What advice would you give the teacher for the next time he/she conducts the lesson?*

A. The twelfth grade social problems class was researching and discussing the drug problem and its impact on society. Because of the students' interest and enthusiasm for the topic, Mrs. Smith, the teacher, decided to have the students select projects, of individual interest and on related topics of their own choice, to work on. Students were given the option of working alone, in pairs, or in small groups. When Mrs. Smith collected the students' project selections she discovered that there were twelve separate projects to manage. One of these was a group project to lobby for the legalization of drugs.

B. Mr. Doright wanted his tenth grade English students to have more choice about how the class was run, hoping to engage them in livelier discussion of their reading assignments. He changed his traditional practice of daily short answer quizzes on the previous night's assignment, followed by a series of oral questions on the details of the reading. His new approach was to begin each class by asking the students if they wanted to have the oral questions first or the short answer quiz first.

C. Ms. Brooks, a biology teacher, realized that many of her students were not actively participating in their laboratory assignments, but relying on their classmates to do the work. She believed they would do more of their own work if they had more choice about the laboratory assignments. When she introduced the topic of the human cardiovascular system she told the class they could select one of the following assignments for laboratory work and they could also choose their lab partner.

1. Conduct a daily aerobic workout (minimum of twenty minutes per day), designed in conjunction with the physical education teacher, and maintain personal records on pulse rate, blood pressure, endurance, and weight.
2. Dissect a pig and draw diagrams of the pig's cardiovascular system. Compare these with the diagrams of the human system.
3. Take a course in CPR and demonstrate the technique, with certified CPR instructors, to the class.

HANDOUT 5.3

STUDENT INVOLVEMENT--WHEN?

Place a check mark by each item you would invite students to make decisions about.

____ 1. Selecting the curriculum unit in which to do service learning

____ 2. Defining the community in which they will conduct their service project

____ 3. Determining what specific service project to do

____ 4. Deciding from a menu of course objectives to study

____ 5. Selecting particular teaching strategies

____ 6. Deciding among types of service projects: direct service, indirect service, advocacy

____ 7. Deciding which community resources to contact to support a project

____ 8. Selecting which community problem to address through service learning

____ 9. Developing the criteria for assessing their performance in service learning

____10. Selecting the method of assessing their performance in service learning

Select one of the checked *items above and write a question strand (at least five questions) below to demonstrate how you will prompt student decisionmaking in that area.*

HANDOUT 5.4

GUIDELINES FOR STUDENT INVOLVEMENT

1. **Start modestly and expand student involvement as they build skills.**
2. Students must know how to effectively work in groups.
3. Clear ground rules must exist to ensure civil discourse.
4. Students understand and accept two key components of service learning: projects must meet real community needs, and projects must support the course's learning outcomes.
5. Students must understand and choose among decisionmaking mechanisms: majority rule, consensus, supermajority, etc.
6. Group tasks and processes must be appropriate to the students' age level, maturity, and previous experiences.

SESSION SIX: COMMUNITY INVOLVEMENT

Description

According to the ASLER definition, service learning must meet real needs in the community. Because service learning occurs partly within the broader community, this session helps teachers collaborate with students and community agency representatives to plan student service learning activities. Attendance by community representatives is essential for this session.

Objectives

Teachers will be able to:

- Describe concrete processes that promote collaborative planning between school and community
- Develop criteria to judge the degree to which student project ideas meet real community needs
- Discuss the views of youth held by community agency representatives
- Plan service learning lesson plans in consultation with community agency representatives

Materials and Preparation

- Definition of collaboration (handout # 6.1)
- Benefits and obstacles of collaboration worksheet (handout # 6.2)
- Ten ingredients of successful collaboration (handout # 6.3)
- Meeting community needs exercise (handout # 6.4)
- Collaborative planning worksheet (handout # 6.5)
- Scavenger hunt exercise (handout # 6.6), with extra copies

Procedure

1. Introduce the topic of collaboration with a paired definition exercise. Give participants two to three minutes to individually write their definition of collaboration on a scratch sheet of paper. Have them select one partner and compare their definitions in pairs, which should take about three more minutes. Call on two or three participants to share their definitions. Discuss how often communication, cooperation, and coordination are mentioned, and emphasize that these are the main ingredients of effective collaboration. Distribute and discuss the definition of collaboration handout (6.1).

2. Use "pairs of pairs" to discuss the benefits and obstacles to collaboration. Instruct each pair of participants to join with another pair. Have each group of four complete handout 6.2 as a team. Their instructions are to list all the benefits and obstacles of any collaborations they have been a part of. Solicit and discuss benefits first and record benefits until you have the group's list of essential practices for successful collaboration. Then solicit obstacles and the specific strategies they discussed to overcome the obstacles. Ask them to share their overall judgments about whether collaboration is worthwhile.

3. Distribute the ten ingredients of successful collaboration handout (6.3). Compare this to the participant-generated list. Discuss any areas of extreme agreement and disagreement.

4. Explain that collaboration for service learning must occur within the context of the community to be authentic. Therefore, a crucial role for the teacher is to ensure that student project ideas meet real community needs. Distribute the meeting community needs exercise (handout 6.4) and have participants complete these individually. Place participants in the same groups of four used above (pairs of pairs). Have them compare worksheet results. Ask how they would change the rejected ideas to make these projects address real community needs. Most important, have them develop a list of reasons for accepting some project ideas and rejecting others. Record these reasons; they are the group's criteria list for defining whether projects meet community needs.

5. Maintain the same grouping. Distribute the collaborative planning worksheet (handout 6.5). In this exercise, teachers and community agency representatives work together to decide what students need to learn about one of the problems from handout 6.4, distinguish what information to teach in school and in the community, and explain how students will learn the material in both settings. Solicit a few responses from group representatives, and debrief both the ideas and the *collaborative planning process*.

6. Send participants into the community for the scavenger hunt exercise (handout 6.6). This will likely take about half a day. Reconvene and have participants share their findings and questions.

7. OPTIONAL: Remain at the training site and distribute community resource books (phone books, community agency listings, "blue pages," etc.). Have teachers develop an initial contact list based on their work in handout 6.5.

Bibliography

Blyth, Dale and Eugene Roehlkepartain, *Healthy Communities, Healthy Youth: How Communities Contribute to Positive Youth Development*, Search Institute, Minneapolis: 1993.

Lutz, F. W., and C. Merz. *The Politics of School/Community Relations.* New York: Teachers College Press, (1992).

Making Community Coalitions Work, Pew Partnership for Civic Change, prepared by the Harwood Group, May 1993.

HANDOUT 6.1

WHAT IS COLLABORATION?

Collaboration is the process by which several agencies, organizations, or individuals make a formal sustained commitment to work together to accomplish a shared mission. Collaboration requires a commitment to participate in shared decisionmaking and allocation of resources related to activities responding to mutually identified needs.

The Community Collaboration Manual, the National Assembly of National Voluntary Health and Social Welfare Organizations

HANDOUT 6.2

BENEFITS AND OBSTACLES OF COLLABORATION

Think of your concrete experiences with collaboration. List as many benefits and obstacles as possible.

Benefits	Obstacles

HANDOUT 6.2 (CONTINUED)

FORCE ANALYSIS

Examine the list of *obstacles* generated by your group and do the following.

- Underline each one that you can change.
- Circle any that teachers and/or students would have to work together in groups to change.
- Bracket [ ] any that require the cooperation of administrators to change.
- Place a star * by any that require the help of parents or others in the community to change.
- Place a pound sign # by any that require political action or advocacy at any level to change.

Discuss among your group some concrete actions you can take to address the obstacles listed on the previous page. Be prepared to explain these to the rest of the teachers.

HANDOUT 6.3

TEN INGREDIENTS OF SUCCESSFUL COLLABORATION

This list outlines ten essential ingredients that enable successful collaborations. These are items that should be discussed and agreed upon before collaborative partners begin working together. Which have been a part of collaborations you have worked on, and which have not?

1. A common vision and purpose

2. Broad-based representation: inclusion

3. Resources: time, staff, information, skills, and money

4. Shared leadership and decision making, using agreed-upon processes

5. Mutually determined goals and objectives

6. Clearly identified roles and tasks

7. Ongoing and effective communication

8. Projects and activities with tangible outcomes

9. Documentation and evaluation

10. Recognition

HANDOUT 6.4

MEETING COMMUNITY NEEDS

Adults who give students guidance about service learning projects often struggle with the ASLER definition's requirement that projects meet actual community needs. Here is an exercise to generate discussion about what does and what does not address community needs.

Ten thumbnail projects are listed below. Write a "yes" beside those that address a need in your community and explain *how* they serve the public good. Write a "no" beside those with little or no relation to real community needs and explain why they do not serve the public good.

1. Students lobby the city council for a pedestrian bridge over a dangerous road near the school.

2. Students volunteer to help monitor behavior in the school cafeteria.

3. Students tutor recent immigrant students in English.

4. Students collect canned food at school sporting events.

5. Students clean up a polluted shoreline in the city.

6. Students encourage people to register and vote by working a voter education booth at the mall.

7. Students protest the serving of meat in the school cafeteria by chanting "meat is murder" and throwing animal blood on food service workers.

8. Students lobby city and school officials for smoking areas on campus.

9. Students interview senior home residents about their experiences in World War II and publish their papers for the city library.

10. Students lobby city and school officials for toilet paper and better maintenance in the school's bathrooms.

HANDOUT 6.5

COLLABORATIVE PLANNING WORKSHEET

Brainstorm community problems.

Select one that is important and that you could conduct a service learning project to deal with.

What do students need to know about the problem?

What will students learn in the classroom? How?

What will students learn in the community? How?

HANDOUT 6.6

SCAVENGER HUNT

COMMUNITY INSTITUTION	FUNCTION	ROLE FOR STUDENTS	ROLE IN PROJECT	NOTES

SESSION SEVEN: ASSESSMENT

Description

Service learning provides students countless opportunities to demonstrate their knowledge and skills. In this session, teachers examine strategies to assess student achievement in service learning using performance-based measures.

Objectives

Teachers will be able to:

- Distinguish among various types of assessment
- Compare and contrast reflection and assessment
- Create rubrics for reflection activities
- List the media in which students can demonstrate their knowledge and skills through service learning

Materials and Preparation

- Exercise in distinguishing types of tests (handout # 7.1)
- Authentic assessment activities sheet from the Congressional Office of Technology Assessment (OTA) (handout # 7.2)
- "Novice to distinguished" continuum definition sheet (handout # 7.3)
- Rubric development worksheet (handout # 7.4)

Procedure

1. Begin by having teachers brainstorm reasons for assessment. After a list is generated, ask teachers to identify which items best promote student understanding and growth. Explain that performance assessment is designed to advance student achievement. Continue with a discussion comparing norm-referenced and criterion-referenced tests. Distribute the exercise that asks teachers which type of test is more appropriate for various situations (handout 7.1). Have teachers complete the exercise individually, then poll the group on each item and lead a general debriefing discussion. Explain that both types of test have important uses, and that every educator's challenge is matching their tests to their purposes. Emphasize that, because service learning engages students in performance tasks, this session focuses on performance-based, criterion-referenced assessment. Also note that developing criteria through rubrics is the essential first step in assessing student performance.

2. Distribute the OTA article (handout 7.2). Place teachers in groups of five or fewer to read and discuss the article, focusing on the following questions.
   - which of these assessment tools do they currently use and how?
   - what purposes do they use these tools for?
   - how have they modified their assessment strategy since the start of their teaching careers?
   - which of the tools in the article could be used as reflection activities in service learning?

3. After teachers discuss these questions in small groups, ask the entire group which tool was most frequently mentioned and whether anyone picked up a valuable tip about assessment from any of their colleagues in the groups.

4. Distribute the "novice to distinguished" handout (7.3). Explain that setting criteria is a crucial step in performance-based assessment. Present the handout as one approach, but not the only rubric development scheme. Many have five categories, some have four or fewer, and most use various labels for the stages of proficiency. Explain that the remainder of the session is devoted to creating rubrics.

5. Distribute the rubric development handout (7.4). Have teachers think about a recent lesson and, working individually, complete the rubric development sheet for that lesson.

6. Once they have completed the worksheets individually, place them into groups of five or fewer. Then have them share rubrics and discuss similarities and differences. Lead a discussion with the whole group about the exercise.

7. OPTIONAL: Have teachers identify one key objective of the service learning training and work individually or in teams to develop a rubric for that objective. Collect and provide written critiques on these sheets.

Bibliography

Archbald, D. and F. M. Newmann. *Beyond Standardized Testing: Assessing Authentic Academic Achievement in the Secondary School.* Reston, Va.: National Association of Secondary School Principals, 1988.

Baron, Mark and Floyd Boschee. *Authentic Assessment, The Key to Unlocking Student Success.* Lancaster, Penn.: Technomic Publishing, 1995.

Herman, Joan L., Pamela R. Aschbacher, and Lynn Winters. *A Practical Guide to Alternative Assessment.* Alexandria, Va.: Association for Supervision and Curriculum Development, 1992.

Krechevsky, M. "Project Spectrum: An Innovative Assessment Alternative." *Educational Leadership* (February 1991), pages 43-48.

Lazear, D. *Multiple Intelligence Approaches to Assessment: Solving the Assessment Conundrum.* Tucson: Zephyr Press, 1994.

Newmann, F. M. and G. Wehlage. "Five Standards of Authentic Instruction." *Educational Leadership* (April 1993), 8-11.

Sizer, Theodore. *Horace's Compromise: The Dilemma of the American High School.* Boston: Houghton Mifflin, 1984.

Wiggins, Grant. "Teaching to the (Authentic) Test." *Educational Leadership* (April 1989).

HANDOUT 7.1

TYPES OF TESTS

In this exercise, you will match purposes for testing with types of tests. Norm-referenced tests compare students against others taking the test; criterion-referenced tests compare student performance to a set benchmark. Next to each item, write a "C" if you think a criterion-referenced test is more appropriate, an "N" if you think a norm-referenced test is more appropriate. Be prepared to explain to others in groups why you made your selections as you did.

1. To determine whether to pass a student to the next grade
2. To decide which applicants get accepted into Prestigious University Law School
3. To determine class rankings
4. To decide whom to use as editor of the student newspaper
5. To select a captain for the math team
6. To select a student editor for the school's promotional video
7. To determine who should be certified in CPR
8. To determine the effectiveness of a lesson plan or teaching strategy
9. To compare the quality of schools across districts, states, or countries
10. To determine whether students can distinguish value statements from factual statements

HANDOUT 7.2

"THE MANY FACES OF PERFORMANCE ASSESSMENT"

Authors

Michael J. Feuer, National Academy of Sciences
Kathleen Fulton, Office of Technology Assessment (OTA)

Adapted from *Testing in American Schools: Asking the Right Questions* (OTA, 1992)

Performance assessment is a broad term. It covers many different types of testing methods that require students to demonstrate their competencies or knowledge by creating an answer or a product. It is best understood as a continuum of formats that range from the simplest student-constructed responses to comprehensive demonstrations or collections of large bodies of work over time. Seven common forms of performance assessment are described below.

Constructed-response items require students to produce an answer to a question rather than to select from an array of possible answers (as in multiple-choice tests). In constructed-response items, questions may have just one correct answer or may be more open-ended, allowing a range of responses. The type of response called for can also vary. Examples include filling in a blank; solving a mathematics problem; writing short answers; completing a figure such as a graph, illustration, or diagram; or writing out all the steps of a geometry proof.

Essays have long been used to assess a student's understanding of a subject by having the student write a description, analysis, explanation, or summary in one or more paragraphs. Essays are used to demonstrate how well a student can use facts in context and structure a coherent discussion. Answering essay questions effectively requires analysis, synthesis, and critical thinking. Grading can be systematized by having subject-matter specialists develop guidelines for responses and set quality standards. Scorers can then compare each student's essays against models that represent various levels of quality.

Writing is the most common subject tested by performance assessment methods. Although multiple-choice tests can address some of the components necessary for good writing (spelling, grammar, and word usage), having students write is considered a more comprehensive method of assessing composition skills. Writing enables students to demonstrate composition skills--inventing, revising, and clearly stating one's ideas to fit the purpose and the audience--as well as their knowledge of language, syntax, and grammar. There has been considerable research on the standardized and objective scoring of writing assessments.

Oral discourse was the earliest form of performance assessment. Before paper and pencil or chalk and slate became affordable, schoolchildren rehearsed their lessons, recited their sums, and rendered their poems and prose aloud. At the university level, rhetoric was interdisciplinary: reading, writing, and speaking were the media of public affairs. Today graduate students are tested at the master's and doctoral levels with oral defenses of theses and dissertations. But oral interviews can also be used in assessments of young children, when written testing is inappropriate. An obvious application of oral assessment is in foreign languages, since fluency can be assessed only by hearing the student speak. Because tape recorders and video cameras have made it so easy to record performance, the use of oral presentations is likely to expand.

Exhibitions are designed as comprehensive demonstrations of skills or competence. They often require students to produce a demonstration or live performance in class or before other audiences. Teachers or trained judges score performance against standards of excellence known to all participants ahead of time. Exhibitions require a broad range of competencies, are often interdisciplinary in focus, and require student initiative and creativity. They can take the form of competitions between students or groups or may be collaborative projects that students work on over time.

Experiments are used to test how well a student understands scientific concepts and can carry out scientific processes. Increased emphasis on hands-on laboratory work in the science curriculum has created a need for the development of assessments that test those skills directly rather than with traditional paper-and-pencil tests. A few states are developing standardized scientific tasks or experiments, writing up findings, using the skills of measurement and estimation, and applying knowledge of scientific facts and underlying concepts--in short--"doing science."

Portfolios are collections of a student's work assembled over time. As students create their portfolios, they must evaluate their own work, a key feature of performance assessment. Portfolios are most common in writing and language arts--showing drafts, revisions, and works in progress. A few states and districts use portfolios for science, mathematics, and the arts; others are planning to use them to substantiate students' workplace readiness.

HANDOUT 7.3

NOVICE TO DISTINGUISHED CONTINUUM

Distinguished

Fluid performance; knowledge in action; highly contextualized skill; knows where to be and what to do at the right time; acts effortlessly.

Proficient

Intuitive; know-how becomes dominant; not thinking about minor adjustments any longer; holistic recognition of similarities/themes/patterns among separate events.

Competent

Makes conscious choice about what to do next; sets priorities and decides on action plan; while doing, can distinguish what is and is not important; knows what to attend vs. to ignore; feels responsible for success and failure.

Advanced Beginner

Does as told; unable to leave anything out; unable to prioritize or improvise; denies responsibility for action because beginner is still labeling and describing events and therefore is unable to determine action-consequence relationship.

Novice

Context free rules to guide behavior; conforms to rules inflexibly; needs concrete rather than verbal information to function.

HANDOUT # 7.4

RUBRIC DEVELOPMENT

Instructions: Write a cognitive learning objective and then describe what students need to be able to do to achieve expert, proficient, etc., status concerning that objective.

Learning Objective

What do you expect an expert to do?

What do you expect a proficient student to do?

What do you expect a competent student to do?

What do you expect an advanced beginner student to do?

What do you expect a novice student to do?

SESSION EIGHT: CITIZENSHIP COMPETENCIES AND SERVICE LEARNING

Description

In this session, teachers examine seven essential competencies comprising effective citizenship. Teachers also focus on specific student tasks associated with each competency and explore how service learning engages students in these tasks.

Objectives

Teachers will be able to:

- List the seven citizenship competencies
- Describe specific activities that give students practice in each competency
- Generate service learning project ideas that promote student growth in the competencies

Materials and Preparation

- Critical thinking definition worksheet (handout # 8.1)
- Citizenship skills checklist (handout # 8.2)
- Citizenship competencies worksheet (handout # 8.3)
- Citizenship rationale worksheet (handout # 8.4)

Procedure

1. Explain that service learning is viewed by most educators as effective citizenship education. The specific benefits of using service learning to teach citizenship, however, are seldom identified. An example of an overly broad, and therefore vague, citizenship skill is "critical thinking." Distribute handout 8.1 and go over it with the entire group. Point out that the worksheet is designed to illustrate the importance of breaking down large competencies into observable student behavior.

2. Distribute the citizenship skills checklist (8.2). Have teachers complete this diagnostic exercise individually, then place them in groups of five or fewer to discuss the results. Make sure the teachers discuss *how* they succeed on those items they mark with a 5.

3. Distribute the civic competencies worksheet (8.3). Have teachers complete the exercise individually, then place them in the same small groups to compare results. Lead a general debriefing that focuses on how teachers can consciously craft service experiences to address specific civic competencies.

4. Distribute the citizenship rationale worksheet (8.4). Have teachers work through the three items in small groups and compare responses among groups.

HANDOUT 8.1

CRITICAL THINKING

"Critical thinking" is a classic education buzzword that has been defined in countless ways for countless purposes. Most educators agree that critical thinking is an essential element of effective citizenship, but many disagree on its definition. The term can be broken down (and therefore given a more specific meaning) into ten identifiable mental exercises. These are listed below, with examples to clarify their meaning.

1. Distinguishing between verifiable facts and value claims

Which of these statements can be more easily verified as fact?

A) In 1995, the Republican Congress proposed cuts in Medicare and increases in premiums.

B) America's health care system is the best in the world.

2. Determining the reliability of a claim or source

A. Which source is most reliable, and why?

1) According to confidential informers, the FBI knew that David Koresh would surrender if given fifteen minutes of television time on CNN.

2) A Justice Department staff member with access to high level meeting notes says Attorney General Reno collapsed in anger and exhaustion during the Waco raid.

3) In an interview Thursday, the assistant attorney general said that Janet Reno violated the department's "rules of engagement" during the Waco incident.

B. Which publication is most reliable for the above topic? Explain the strengths and limitations of each source.

1) The *Star*

2) *The Washington Post*

3) The *Jenny Jones* show

4) *The Nation* magazine

3. Determining the accuracy of a statement

How accurate are the following statements?

A) The Republican plan will balance the budget by the year 2002.

B) President Clinton signed the largest tax increase in history.

4. Distinguishing between warranted and unwarranted claims

Which item is a warranted claim?

A) Democrats believe in class warfare.

B) Republicans help the rich at everyone else's expense.

C) Wealth is now concentrated in the hands of a smaller percentage of Americans than any time since the Depression.

5. Distinguishing relevant from irrelevant claims, information, or reasons

Which three of these factors are LEAST important in making a voting decision?

gender	experience	telegenic
wealth	education	honest
pro-choice	pro-balanced budget	race/ethnicity
Republican	war veteran	lawyer

6. Detecting bias

Identify the bias in each sentence.

A) White parents fled the cities to avoid sending their children to school with black children.

B) Colleges are just now recovering from the lowering of academic standards that began in the 1960s.

C) Who are you to make judgments about right and wrong?

7. Identifying stated and unstated assumptions

Which assumption is stated and which unstated?

A) Jefferson is America's greatest political philosopher.

B) Jefferson knew that an uneducated citizenry could never govern itself.

8. Identifying ambiguous claims or arguments

Rank these statements, 1 to 3, in terms of ambiguity, 1 = most ambiguous

A) We can cut your taxes without cutting programs.

B) I believe in family values.

C) I am personally against abortion, but it is a decision for a woman, her doctor, and her God.

9. Recognizing logical inconsistencies in a line of reasoning

How is the line of reasoning below inconsistent?

Ice cream sales are up; crime is up; therefore we need to restrict ice cream sales.

10. Determining the strength of an argument

Which is a stronger argument, and why?

A) We can't afford Clinton's socialized medicine. We will have rationing. We will no longer lead the world in medical technology. You will be forced onto HMOs and no longer be able to choose your doctor.

B) Clinton's health care "purchasing pools" have never been tested and we can't be sure how well they will work. Clinton's plan may cause many insurance companies to go out of business. Clinton's plan will take the profits out of new drugs, discouraging new innovation.

HANDOUT 8.2

CITIZENSHIP SKILLS CHECKLIST

Use a Likert Scale to respond to the following questions. Be prepared to explain to other teachers how you succeed on those items you mark with a 5.

1_____2_____3_____4_____5
almost never sometimes nearly always

1. How often do you encourage students to find information from many sources?
2. How often do you encourage students to choose information that is useful in solving problems?
3. How often do you encourage students to organize information in a way that helps them achieve concrete goals?
4. How often do you encourage students to identify why a situation may be important to them?
5. How often do you encourage students to see how their actions may affect others?
6. How often do you encourage students to see how a failure to act may affect themselves and others?
7. How often do you encourage students to consider many alternatives when they make decisions?
8. How often do you encourage students to consider the results of different decisions?
9. How often do you encourage students to develop standards for making political judgments?
10. How often do you respect and listen to student judgments?
11. How often do you encourage students to prepare valid and fair arguments supporting their points of view?
12. How often do you encourage students to write to public officials?

13. How often do you encourage students to share their opinions at school?

14. How often do you encourage students to participate in group activities in various roles (leader, recorder, etc.)?

15. How often do you encourage students to participate in groups of diverse racial, cultural, and gender background?

16. How often do you encourage students to learn about community institutions?

17. How often do you encourage students to identify and protect their rights and interests?

HANDOUT 8.3

CITIZENSHIP COMPETENCIES WORKSHEET

Instructions: Choose one competency from the list and explain a service learning project that would promote student growth in that competency.

- acquiring and using information
- assessing involvement
- making decisions
- making judgments
- communicating
- cooperating with others
- promoting interest

Write your selected competency here:

Describe your service learning project:

Explain how the project promotes student growth in the competency.

HANDOUT 8.4

CITIZENSHIP RATIONALE

Discuss the following questions in your group. (Excerpted from *In Service of What?* by Kahne and Westheimer in the May 1996 Phi Delta Kappan)

1. What citizenship values do you expect your service learning program to promote?

2. What kind of society does service learning lead students to work toward?

3. Place your program along this "rationale for service learning" continuum, and discuss.

Altruism — Social Change

SESSION NINE: POLICY

Description

Service learning takes students into the community where they frequently contribute to solving problems. These problems may have been caused in part by policy decisions or they may have a remedy in policy changes. In this session, teachers examine how to use service learning to help students study and affect public policy.

Objectives

Teachers will be able to:

- Distinguish among various types of policy
- Generate ideas about teaching public policy by analyzing service learning plans
- Describe the issue analysis model developed by the National Issues Forum

Materials and Preparation

- "Who Does Policy (*ACT Field Guide* for middle school students, page 90) (handout # 9.1)
- Model service learning project (*ACT Field Guide* for middle school students, page 134) (handout # 9.2)
- National Issues Forum issue brief (handout #9.3)

Procedure

1. Ask teachers to supply examples of their interaction with policies so far today. Discuss the pervasiveness of policies in everyday life.

2. Distribute the "players" handout (9.1). For each of the non-government "players," ask teachers to describe some government policies they may be interested in (e.g., cable outlets care about government rules prohibiting phone companies from selling television services). Then ask teachers to describe some policies that each "player" might develop by itself (e.g., before making a car loan, banks may require borrowers to make a 10 percent down payment).

3. Discuss with teachers what students will do with policy as part of service learning. These should include:

    - Determine the degree to which current policies cause community problems and/or help solve them.
    - Develop alternative ideas for those policies students consider detrimental.
    - Consider consequences of current and proposed policies.

4. Divide teachers into groups of five or fewer. Distribute the service project handout (9.2). Have teachers answer two questions: *how* does the project as described teach students about policies and policymaking?; and *what* particular policies and policymaking processes could the project help students understand? Have teachers categorize the policies under the labels "government," "business," "media," and "nonprofit." Discuss a few of these responses with the entire group.

5. Distribute the National Issues Forum (NIF) handout (9.3). This demonstrates the model of dialogue encouraged by NIF: rationally considering four policy choices that address large social problems such as poverty. Walk teachers through the model. OPTIONAL: have teachers develop an NIF discussion outline for a community problem that may be of interest to their service learning students.

Bibliography

Contact these publishers for balanced, thorough resources about nearly every issue of interest to your students.

- Greenhaven Press, PO Box 289009, San Diego, CA 92198-9009, phone 800-231-5163
- National Issues Forum, 100 Commons Road, Dayton, OH 45459-7834, phone 800-433-7834
- Study Circles Resource Center, PO Box 203, Pomfret, CT 06258, phone 203-928-2616

HANDOUT 9.1

WHO DOES POLICY

Here is a list of some major players who may already be working on (or worsening) problems in your community. For all the non-government ones, describe some government policies they may be interested in (e.g., cable outlets care about government rules prohibiting phone companies from selling television services). Also describe some policies that each "player" might develop by itself (e.g., before making a car loan, banks may require borrowers to make a 10 percent down payment).

Player	Domain	Purpose	Examples	Supported by
Government	Political	To provide for the safety, health, and welfare of the community	U.S., states, cities, townships, school districts	Taxes, fees, bonds
Business	Economic	To provide goods and services for profit	Banks, shops, restaurants, contractors, manufacturers	Profits on sales of goods and services, sale of stock for investment
Media	Information	To entertain and/or inform	Television, radio, books, newspapers, magazines, on-line services, movies	Advertising, subscriptions, sales
Non-profit	Social	To provide goods and services for the benefit of the community or specific clients	Service and other charitable groups, religious organizations, unions, advocacy agencies	Contributions from supporters, volunteers, government grants, foundations

From *ACT Field Guide* for middle school students by Charles Degelman and Bill Hayes (Constitutional Rights Foundation and Close Up Foundation, 1994), p. 90

HANDOUT 9.2

MODEL SERVICE LEARNING PROJECT

"ACT Students Host Youth Violence Debate"

Concerned about youth violence, ACT students studied the issue, surveyed the community, and wrote elected officials. Students ended the semester by inviting experts to a debate on gun control. Students invited experts on both sides of the issue, sent press releases, wrote PSAs, and designed posters, programs, fliers, and banners. More than 300 members of the community attended the debate.

Questions:

How does the project teach students about policies and the policy making process?

What specific policies and policy making processes could the project help students understand?

From *ACT Field Guide* for middle school students by Charles Degelman and Bill Hayes (Constitutional Rights Foundation and Close Up Foundation, 1994), p. 134

HANDOUT 9.3

NIF ISSUE BRIEF

SHOULD IMMIGRATION BE RESTRICTED?

At-a-Glance Summary of the Issue Book for use in the NIF Forums

Why Is This a Pressing Issue Today?

The fear that a flood of foreigners might arrive at our shores, seeking asylum and admission, has fueled public anxieties about immigration, whose rate is at its highest level in 80 years. There is little disagreement with President Clinton's assertion that "we must not surrender our borders to those who wish to exploit our history of compassion and justice." Beyond that, however, no consensus exists about the principles on which the nation's admissions policy should be based, whether immigration at current levels is a problem, or what should be done to prevent abuses of the system.

What's at Stake?

The immigration debate poses fundamental questions about who we are as a nation and what we owe to people who are displaced, persecuted, and seeking admission to the United States. At the same time, the debate is about the costs and benefits of permitting roughly a million newcomers each year. It is also about diversity and whether there is such a thing as too much of it.

What Public Actions Are Being Considered?

At a time when the number of worldwide refugees exceeds 20 million, some insist that the United States must reaffirm its commitment as a refuge for people fleeing their homelands. Others are convinced that steps must be taken to ease the burden of immigration on our environment and economy. Many favor restricting immigration, legal and illegal, and screening applicants for asylum more carefully. Particular attention has been paid to cutting the cost of immigration by restricting public benefits to newcomers. A final set of proposals encourage greater assimilation of newcomers into American society.

What We Want, What We're Willing to Accept

Since Congress is preparing for a new round of revisions in the immigration laws, public discussion about the direction in which the nation should be headed is especially important. With regard to immigration and other pressing issues, the conversation of democracy consists of discussing various courses of action, weighing their costs and consequences, and moving toward common ground about an acceptable course of action. That's "choice work," which is the central task of NIF Forums. In community meetings across the country, the National Issues Forums provide an opportunity for people to take part in the immigration debate — and then tell leaders what they think.

ISSUE MAP

THREE PERSPECTIVES ON AMERICA'S ADMISSIONS POLICY

It is neither feasible nor necessary to decide on just one of these positions and to reject the others. But since each position leads to a distinctive prescription for public action, choices among them are necessary.

CHOICE #1

Nation of Immigrants: Remembering America's Heritage

WHAT'S THE PROBLEM?
Each choice is based on a distinctive view of why Americans are currently concerned about immigration policy.

- Immigration at current levels is not a problem. Neither the short-term costs associated with newcomers nor their assimilation into American culture are different from previous generations of immigrants. The problem is baseless fears and a tendency to blame immigrants for problems whose source lies elsewhere.

WHAT SHOULD BE DONE?
Each choice favors a distinct course of action that addresses these concerns.

- Immigration should be maintained at its current level and the number of refugees and asylees who are admitted to the United States should be expanded.
- We must reaffirm our commitment to the principle that endangered refugees seeking asylum should not be turned back.
- The existing immigration categories should be maintained, including a generous provision for family reunification.
- We must resist cutbacks in public benefits for recent immigrants.
- We must guard against violations of due process justified in the name of speeding up the process of adjudicating asylum claims.

WHY THIS COURSE OF ACTION?
Proponents offer certain arguments for each choice, and they insist that it corresponds to the values held by most Americans.

- As a nation of immigrants, we have a special obligation to welcome newcomers, even if it imposes certain short-term costs.
- The short-term public costs associated with newcomers are modest. Over the long run, immigrants still invigorate the economy.
- Especially at a time when the number of refugees is at an all-time high, America's policies toward the dispossessed must reflect our humanitarian concern.
- The nation benefits from the resourcefulness and vitality of a substantial number of newcomers.
- Without a steady stream of newcomers, America is likely to experience shortages of skilled and semiskilled labor.

WHAT DO CRITICS SAY?
Critics disagree, pointing to unacceptable costs and consequences.

- Maintaining the current high level of immigration is unwise at a time of strained public budgets and sluggish economic growth.
- Recent immigrants, who are typically less educated and have fewer skills than former generations of immigrants, pose a greater burden on public resources.
- The asylum laws are frequently abused by individuals who take advantage of our generosity.
- U.S. laws must recognize strict limits on the number of refugees we can take in, and officials must require clear proof of political persecution.

CHOICE #2

A Matter of Priorities: Considering Costs and Consequences

- Immigration at current levels is a problem. At a time of widespread unemployment and sluggish economic growth when public resources have been pushed to their limit, it is foolish to invite 3,000 newcomers every day, most of whom are looking for work. The claims of American citizens must take precedence.

- Immigration should be reduced substantially to minimize adverse effects on the labor market and to keep the size of the American population from overwhelming our resources.
- Legislation should be passed to keep noncitizens and recent immigrants from using federal benefits such as AFDC, SSI, and Food Stamps.
- The preference system should put more emphasis on attracting individuals whose skills and education permit them to contribute to American society.
- The border patrol should be strengthened to stop illegal entry, and strict measures should be enacted to prevent abuses of the asylum system.

- Under current circumstances, immigration is a drain on public resources and a drag on the economy.
- Because the skills and education level of the average immigrant are lower than they used to be, newcomers pose a greater burden.
- Especially in states that attract a substantial percentage of immigrants, the cost of providing public schooling, health care, and benefits such as AFDC seriously strains government budgets.
- It is not in our interest for the U.S. population to increase by 50 percent by the year 2050. We do not have the space or natural resources to permit our population to grow to that level.
- Our policy must put first the needs of those who are already here.

- To deal with the situation, neither draconian sanctions nor drastic cuts in the rate of immigration are necessary.
- Illegal entry can be controlled by modest measures that pose no threat to civil liberties or due process.
- Sharply restricting immigration amounts to blaming immigrants for problems — especially the sluggish economy — whose source lies elsewhere.
- The impact of immigration on job displacement and wages is far more modest than it is widely perceived to be.
- Certain forms of public assistance — education, some forms of medical care, help for the indigent — should be available to everyone, regardless of their status.

CHOICE #3

America's Changing Face: How Much Diversity Is Too Much?

- The problem is that immigration undermines cultural unity — common ideals, a common language, and common political institutions. Because of the 1965 rewrite of the immigration laws, the nation's ethnic mix has been significantly altered and we face the specter of separatism. Diversity should be honored, but not at the cost of breaking the bonds of cohesion.

- The overall level of immigration should be reduced to permit recent newcomers to assimilate.
- We should reconsider the immigration laws and the ways in which they are changing the nation's ethnic mix.
- In schools and elsewhere, we need to deemphasize diversity and reemphasize common values.
- We must insist on proficiency in the English language, and resist use of other languages.

- The 1965 law opened the door to immigrants who are more different in their language and culture from the majority of Americans than previous immigrants, creating an obstacle to assimilation.
- Compared to previous generations, recent newcomers are more insistent on maintaining their own ethnic identity.
- A substantial fraction of newcomers speak Spanish and reside in predominantly Spanish communities, setting up the prospect of an entrenched language ghetto.
- Under the sway of diversity and multiculturalism, Americans have abandoned efforts to teach common values and inculcate a common culture.

- Assimilation is not, for the most part, a problem. Recent newcomers are assimilating in much the same way that former generations of immigrants did.
- The United States has never had and does not currently face serious ethnic cleavages.
- Fears about "excessive diversity" amount to a new form of nativism. They recall earlier episodes of xenophobia and are implicitly racist.
- Except in a small number of communities, there is little question that the United States is an English-speaking nation.
- It would be a serious mistake to freeze America's identity by permitting no additional diversity.

BEST COPY AVAILABLE

A Different Kind of Discussion

National Issues Forums are not gripe sessions or occasions for partisans of one position or another to air their views. The central task is choice work, which means examining a range of views about what should be done. As you read the issue book and attend Forums on immigration, remember to:

- Identify your personal stake in the issue.
- Weigh the costs and consequences of various choices.
- Try to identify shared values — a public voice.

Key Questions

Think about these questions:

1. What values are most important to the proponents of each choice? What values are most important to you?
2. Which concerns voiced by advocates of the choices seem valid to you?
3. After considering the costs and consequences of various courses of action, which of these choices describes the most promising and acceptable way to respond to current concerns about U.S. immigration policy?
4. Which of the alternatives is least persuasive and least acceptable?
5. If the United States followed the immigration policy you favor, how would we be different as a nation 50 years from now?

Making Your Voice Heard

After the Forums meet each year, the NIF invites policymakers and leading media figures to examine the outcome of the Forums. So we can convey your thoughts and feelings about immigration policy, take a few minutes before and after you read the issue book and take part in Forums to fill out the questionnaires. Then send them to the National Issues Forums at the address listed below.

Issue Brief Prepared by:
The Public Agenda Foundation
6 East 39th Street
New York, New York 10016
Writers: Keith Melville
Emel Gokyigit
Design: Sundberg & Associates Inc

Issue books may be ordered from Kendall/Hunt Publishing Company for $2.95 plus shipping. 1-800-228-0810

NATIONAL ISSUES FORUMS
100 Commons Road, Dayton, Ohio 45459-2777 Telephone: 1-800-433-7834

88

SESSION TEN: PROJECT EVALUATION

Description

In this session, teachers become familiar with a tool that uses the ASLER standards to help students evaluate the effectiveness of their projects and project ideas. The session should occur after teachers have been trained and after their students have completed at least one service learning project.

Objectives

Teachers will be able to:

- Evaluate student projects and project ideas using ASLER standards
- Develop criteria to judge the effectiveness of projects and project ideas against ASLER standards

Materials and Preparation

- Project evaluation form

Procedure

1. Distribute the project evaluation form, handout 10.1. Have teachers complete these worksheets individually concerning their classes' projects.

2. Place teachers in groups of five or fewer. Have teachers share the results of their worksheets. Ask them to look for trends: for example, were any standards more difficult to achieve than others? were any categories consistently rated 4 or 5?
3. Ask the entire group to determine from the evaluations what sort of resource and training support they need in the future, and how they will amend their approach to service learning next time they implement it.

HANDOUT 10.1

SERVICE LEARNING PROJECT ASSESSMENT FORM

Use a 1-5 scale (5 = excellence) to evaluate projects based on how well they meet the checklist standards. Add specific comments below the chart.

Project Title:

Students meet actual community need, improve community	Core course objectives are clearly stated and addressed	Reflection occurs in various media, occurs throughout and includes cognitive domain	Project allows students to apply schooling to life	Project helps foster sense of caring for others	Project promotes critical thinking, problem solving skills	Project involves students in project planning and decision making	Project provides for school and community to collaborate	Formative and summative evaluation are evident throughout the plan

Comments:

PLANNING SHEETS

Ideally trainers will have the same group of teachers over a number of days. The following set of planning sheets is designed to take advantage of such an ideal situation. The sheets allow the training to become a work-in-progress for teachers, enabling trainers to move toward a coaching and facilitating role. Encourage teachers to work in school or subject-area teams, based on the needs and interests of the district.

A model plan is included to show teachers what a completed form looks like. The example is based on a project that was described in the enclosed *Christian Science Monitor* article. While the article never uses the term "service learning," it describes an exemplary project that can teach core content in most academic disciplines.

Once teachers have completed their plans, have them explain their project ideas to the group. Use the ASLER critique forms to encourage written peer critique. Have everyone fill out a critique form for each project plan and pass their forms directly to the presenter(s).

Planning Sheets

A. Overview and Rationale:

B. Courses and Units:

93

C. Goals, behaviors, and assessment:

Goals (know, understand)	Behaviors (action verb list)	Assessment Instruments

RUBRIC WORKSHEET

From item "C," select at least one behavior and design an assessment rubric for it.

D. Activities:

List student activities step-by-step in chronological order.

Classroom Activities (including reflection activities)	Out-of-Classroom Activities (including surveys, requests for resources, etc.)

E. Project Extension:

Selected objective(s):

Related community problem(s):

Additional project idea(s):

LINKING CLASSROOM LEARNING TO RIVER PROTECTION
Christian Science Monitor (CH) - Thursday, May 16, 1996
By: Ann Scott Tyson, Staff writer of The Christian Science Monitor
Edition: ALL Section: FEATURES Page: 16
Word Count: 1,340

MEMO:
East Peoria, Ill., high school students take part in an award-winning environmental program

TEXT:
EAST PEORIA, ILL. - Justin Waldsmith dips a test tube into the Illinois River and squints at the cloudy brown liquid, the main source of drinking water for his hometown of East Peoria.

"The biggest pollutant here is from soil erosion," explains Justin, a lanky high school senior. Runoff from farms laces the river water with fertilizers, herbicides, and pesticides, he says.

Justin and the 1,200 students at East Peoria High School are monitoring the Illinois as part of an award-winning environmental project that closely links classroom learning with efforts to protect regional rivers.

As an estimated 24,000 Americans turn out for National River Cleanup Week (May 11-18), the five-year-old East Peoria project shows how communities can foster the stewardship of fragile river ecosystems over the long run.

Grass-roots support for river revival is surging in schools as well as city halls nationwide as hundreds of communities work to enhance the economic, tourism, and recreational value of their waterways, officials and environmentalists say.

All state's rivers monitored

Such trends are especially broad-based in Illinois, Massachusetts, and California. In Illinois alone, more than 170 schools have started monitoring river water since 1990 under a national River Project coordinated by Southern Illinois University (SIU) in Edwardsville, Ill. All the state's rivers are now student-monitored, according to Robert Williams, who directs the SIU project.

"The way to encourage stewardship for the rivers is by starting in schools like East Peoria," says Victor McMahan, director of urban river programs at American Rivers, a Washington-based environmental group.

Reprinted by permission from *The Christian Science Monitor*
©1996 The Christian Science Publishing Society, All rights reserved

BEST COPY AVAILABLE

In March. American Rivers granted East Peoria High School one of 16 national awards for restoring urban rivers.

"What makes this program exceptional is that it makes the river a hands-on educational tool. It becomes a classroom for the students - literally," Mr. McMahan says. Indeed. one day the school transported more than 1,000 students and teachers to "classes" set up along the riverbank.

By makin[illegible] river cleanup the focus of a multidisciplinary curriculum. the East Peoria project helps to unite the school. give traditional course work a special relevance. and spark student enthusiasm for conservation and community activism.

The project began in 1991 and has several major components. including:

*Science. Students using computerized monitoring equipment on loan from the government check the water quality of the Illinois. Mackinaw. and other nearby rivers. The data. along with findings reported by about 170 other schools. are regularly transmitted via the Internet to Southern Illinois University. From there. they go to the US Fish and Wildlife Service and the Illinois Department of Natural Resources where they are used to supplement government data.

"Because of cutbacks. the state does not have enough people in the field," Dr. Williams says. Local watchdogging by students provides valuable monitoring data at a minimal cost.

Justin. for example. is tracking how nitrates from farming fertilizers are affecting levels of nitrogen in the Mackinaw River about 20 miles from his school. Considered the cleanest remaining stretch of river in Illinois. the Mackinaw is a focus of state conservation efforts. So far. he has found that the river's high volume and rapid flow have diluted the pollutants and kept their levels down.

Other students have researched the impact on Illinois rivers of the rapid proliferation of the zebra mussel. an invasive species from Europe.

*English. Writing assignments often involve interviews with community members and field research on river-related topics.

"When students are researching their own community, they care about what they say and how they say it," says English teacher Georgeann Siwicke.

Ms. Siwicke and 1,000 other teachers nationwide are writing a complete river-centered curriculum to be published this fall by Addison-Wesley.

River stories for kids

Siwicke sometimes asks students to rewrite their research papers imaginatively as children's books. One such book describes a trip to a planet with pristine water. Others tell the story of endangered species such as the river otter. During a riverside picnic, the students read their books and present them as gifts to grade-school youngsters.

*Art. Students sketch and paint the river, and make prints and crafts using materials from the river habitat. For example, they fashion pinch pots from river clay. Especially popular are the native American "dream catchers" they create by bending willow branches into hoops and weaving them with feathers, shells, or other natural objects found near the river.

"Incorporating art with the river makes the river experience more personal because the kids go home with something they have made," says art teacher Susan Dion.

Ms. Dion says that exposure to the arts through the river curriculum has drawn some students to her courses who previously lacked interest in art.

Each spring, a year of river learning culminates in a state-wide student River Congress and Clean Water Celebration in Peoria. Dubbed "the most important classroom in the entire United States" by Valdus Adamkus, regional director of the US Environmental Protection Agency, the unique two-day event started in 1991 with 250 students and this year attracted 3,500.

On the first day at the River Congress, about 500 high school students present their research findings to each other.

The following day at the Clean Water Celebration, the students become teachers to thousands of middle- and grade-school youths as well as to the broader community. The students set up dozens of river exhibits in booths that are interspersed with educational displays by government organizations, environmental groups, and companies.

Still, while Justin and other East Peoria students are avid river watchdogs and scientists, they are dredging up no easy solutions to the contamination in the Illinois and other regional rivers.

Flowing between Lake Michigan and the Mississippi, the Illinois has suffered decades of ecological destruction since the turn of the century, when it teemed with fish, mussels, and river fowl.

In the early 1900s, a dramatic population increase along the Illinois led to the diversion of sewage and industrial waste into the river. More-stringent water pollution laws and better waste treatment began to alleviate the problem in the 1920s

Students talk to farmers

The greatest damage to the river has occurred since the 1930s, as the rise of mechanized, large-scale farming of annual row crops like corn and soybeans has led to widespread topsoil erosion. Tons of silty sediment have choked the river, reducing its flow and oxygen levels.

"It's frustrating for the kids when they go into the fields and see the water rushing off," Williams says.

In recent years, East Peoria students have held discussions with farmers and been heartened by the growing popularity of no-till cultivation which has helped reduced soil erosion. But the no-till method requires greater use of herbicides like atrazine and threatens to put additional toxic chemicals into the Illinois.

Nevertheless, student river advocates are receiving a boost from another economic force in East Peoria: a multimillion-dollar drive to develop the riverfront.

The city of 22,000 people seeks to reverse a population decline from the loss of heavy industry jobs by promoting tourism, and hosting a controversial riverboat gambling casino. A 600-berth marina and housing complex are under way, as are riverfront shops, restaurants, and parks.

"We have a long-term interest in maintaining the river," says city spokesman Jay Thompson. "The town is very pleased that the kids have an interest in water quality."

Some seniors at East Peoria say their career choices have been influenced by the river project. Josh Thompson plans to become an architect with an emphasis on riverfront designs. Devon Schaub hopes to put her testing of well water to use in a medical job. Justin Waldsmith wants to enter the field of environmental chemistry.

CAPTION:
PHOTO: OUTDOOR CLASSROOM: East Peoria High School senior Justin Waldsmith (front) and classmate Klint Minter monitor water along the Illinois River. More than 170 schools have started monitoring state river water since 1990., ANN SCOTT TYSON; MAP: Showing the Midwest, highlighting are rivers. DAVE HERRING -- STAFF

Planning Sheets

A. Introduction and Rationale:

In many communities, the quality of life rises and falls with the quality of the local river. Take East Peoria, Illinois, and the Illinois River, where federal cutbacks have left the job of monitoring the water quality largely undone. Data gathering is an essential part of river clean up. In this multidisciplinary project, students take action to monitor and preserve the Illinois River. Projects provide students opportunities to apply coursework in math, science, social studies, art, and language arts to real world problems.

B. Units:

Science	Causes and effects of pollution
Math	Analysis and measurement of data
Social Studies	Federalism, civic participation, U.S. agricultural and environmental policies
English	Creative writing, interviewing, and reporting
Art	Drawing, pottery, and painting

C. Goals, behaviors, and assessment:

Goals (know, understand)	Behaviors (action verbs)	Assessment Instruments
Science o know causes and effects of pollution on Ill. River	Science o Identify river pollutants, their causes, and effects o Explain findings to middle schoolers	Science o Lab checklist o Rubric for displays used in middle school presentations
Math o understand ratios o know about data analysis	Math o Measure and analyze pollutants o Compare levels of river pollution over time	Math o Traditional test on ratios o Rubric for data portion of displays
Social Studies o understand roles of state, national, and local gov't in pollution control o know diverse views on agriculture and environmental policy	Social Studies o Explain the government's role in regulating the environment and farming o Debate different views about government's proper role	Social Studies o Rubric for debaters, focus on content and argument o Traditional essay test question on government's role
English o know components of children's stories and reporting	English o Interview residents about the river and summarize survey results o Describe the river as part of a children's story	English o Rubric for poll questions o Rubric for descriptiveness of stories
Art o understand the creative process involved in drawing and painting	Art o Draw and paint river scenes o Create pottery from river clay	Art o Rubrics for drawings, pottery, and paintings

D. Activities Example: **Social Studies**

Classroom Activities (including reflection activities)	Out-of-Classroom Activities (including surveys, requests for resources, etc.)
1. Lectures/discussions on: state rivers; cuts in government regulation of the environment; which levels and offices in government have responsibility for the environment, agriculture, and urban renewal; history of Illinois R. pollution	2. Analysis of Illinois R.; interview farmers and city planners to gather data and information
3. Classroom analysis of data, by jigsaw: o how polluted is the river? o what causes the pollution? o how has government addressed or made worse the pollution problem?	4. River Congress activity, including: o presentation of research o educational displays for middle schoolers
5. Classroom debate or mock legislative hearing about best policy options, with students role-playing scientists and lobby groups from farming, business, and conservation interests	6. Students select a view to lobby for (or against) and attempt to sway policy makers with letters, other means
7. Classroom discussion of: o content learned (here and in other classes) o student attitudes and feelings (e.g., success, frustration, responsibility) o group processes used to select topics, positions, etc.	

E. Project Extension:

Selected objective(s):

- Describe pollutants and their effects to middle schoolers

Related community problem(s):

- Lead paint in older housing stock

Additional project idea(s):

- Conduct an education/awareness campaign about lead paint for residents of old houses